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ABSTRACT

The goal of the project was to train a nucleus of vocational educators in curriculum preparation and modification of instructional material to enable disadvantaged and handicapped students to achieve success in career preparation programs. Over 1200 vocational educators across the country participated in one-week workshops designed to achieve the project goal with the hope that this "nucleus" would train and assist colleagues in developing relevant, performance-based curriculum and learning materials. The Project was unique in these aspects: it was a united, concerted teacher-training and development effort conducted on a national scale; it was planned specifically for in-service training of teachers of disadvantaged and/or handicapped vocational students; it accomplished more than expected at less than anticipated cost; and, the training was conducted by personnel who were not faculty members of traditional teacher-training institutions. The Final Report describes pre-workshop planning and decisions, workshop activities with daily guides, followup activities, and "spin-off" activities. (SC)

ED 036815

Final Report

NATIONAL CURRICULUM DEVELOPMENT PROJECT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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for Vocational Educators of Disadvantaged and Handicapped Students

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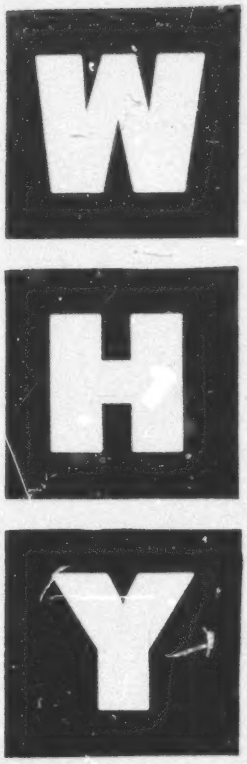


PROJECT RATIONALE

During the last decade, an ever-increasing effort has been concentrated on providing widened opportunities for the socially, economically, physically, and mentally handicapped person. The main thrust in this effort has been to help these individuals to acquire skills that would enable them to become more productive and self-sufficient. The passage of the Vocational Education Act of 1963 was a significant move in this direction. However, the new Vocational Education program that resulted from this legislation did not always meet the special needs of the disadvantaged or handicapped student. In many cases, the student was not able to succeed in a conventional vocational curriculum. Vocational educators, school officials, and legislators recognized that changes in curriculum, materials, and instructional procedures were required to help the disadvantaged or handicapped student succeed.

The Vocational Education Amendments of 1968 emphasize the special learning needs of the disadvantaged and handicapped student. Part B of the Vocational Education Amendments stipulates that 15 percent of all federal funds appropriated under this Part of the Act must be expended for programs or services for disadvantaged students. In addition, $40,000,000 is authorized under Part A, 102 (b) of the Act for the same purpose. (Disadvantaged students are identified as those having academic, socioeconomic, cultural, or other handicaps. Such students require specially designed educational programs or related services to meet their special needs resulting from poverty, neglect, delinquency, or cultural and linguistic isolation.) Part B also stipulated that 10 percent of all federal funds appropriated under the Act must be spent for programs or services for handicapped students. (Handicapped students are identified as those students who suffer some form of health impairment, are mentally retarded, or are seriously emotionally

disturbed, and therefore cannot succeed in regular vocational, consumer, or homemaking education programs unless special assistance or modified programs are provided.) Disadvantaged or handicapped students are frequently identified as "special needs" students, a term which has been used in various parts of this report.

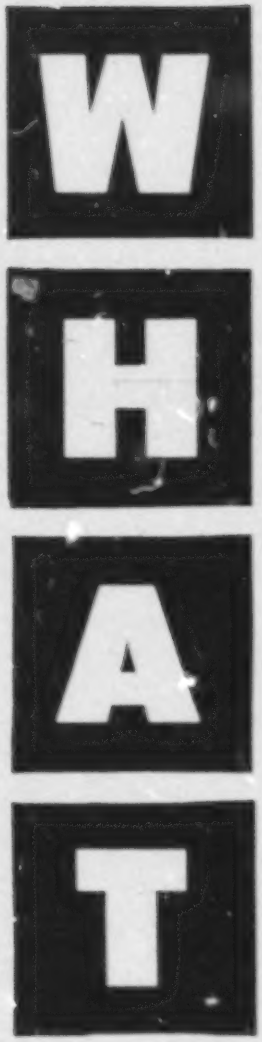
As a result of the Vocational Education Amendments of 1968, many school districts and institutions inaugurated vocational education programs for the disadvantaged or handicapped student. These programs created a growing need for instructional personnel with special skills in teaching the disadvantaged or handicapped student. These skills included curriculum design and modification, materials development, and effective teaching and counseling techniques.

The National Curriculum Development Project for Vocational Educators of Disadvantaged and Handicapped Students was designed to help meet the need for these skills.

The project was conducted pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. The project was sponsored by the Bureau of Adult, Vocational and Technical Education. The project was initiated and funded by the Division of Vocational and Technical Education. The project was implemented by the Division of Manpower Development and Training through its funded network of Area Manpower Institutes for the Development of Staff (AMIDS). The stated goal of the project was as follows:

> "The aim of this activity is to train a nucleus of vocational educators in each State in curriculum preparation and modification of instructional material in order to enable disadvantaged and handicapped students to achieve success in career preparation programs."

This is the final report of how this goal was achieved.



PROJECT RESULTS

Over 1200 vocational educators participated in the one-week workshops that comprised Phase One of the project. The results? Each participant learned how to –

1. recognize special needs, desires, and limitations of disadvantaged or handicapped students;
2. tailor instruction to the particular learning style of the individual student;
3. determine relevant, realistic curriculum content based on job requirements;
4. state learning objectives in specific, performance-oriented terms;
5. design and construct modules of instruction - "learning packages" - which facilitated the achievement of success by the disadvantaged or handicapped student;
6. evaluate and modify learning materials.

All of this, however, tells only part of the story. It does not completely answer the question, "What happened?"

There were many "happenings," during and after the workshops. Many of the outcomes were unexpected and, in fact, far exceeded the original expectations of the project planners.

The stated goal of the project was "to train a nucleus of vocational educators in developing curriculum and learning materials for disadvantaged or handicapped students." The hope was that this "nucleus of vocational educators" would train and assist colleagues in developing relevant, performance-based curriculum and learning materials. This hope became a reality in almost every case.

Participants did become enthused and motivated during the workshops. They recognized the soundness of the individualized instruction approach to helping disadvantaged or handicapped

students to succeed in vocational courses. They expressed their enthusiasm when evaluating the workshop experience. Typical comments were:

> "I finally feel I'm finding a key to organize instruction for the student's best advantage."
>
> "The format developed by this workshop can be utilized by anyone developing any type of a program. It insures that all relevant components required of a good program are included and that items that should be eliminated are excluded."
>
> "I have attended many teacher workshops and college method classes which have not given me the specific help or motivation that this curriculum development workshop has. These concentrated sessions with pressure to develop useful materials for our specific areas have been very beneficial to me as an instructor."
>
> "It is the most productive week I have ever spent in a workshop situation."

The capability of participants to individualize instruction must be regarded as the most important outcome of the project. The lack of learning materials relevant to the needs of disadvantaged or handicapped students was clearly identified by vocational teachers in almost every occupational area. The learning packages, therefore, represented an important product of the workshop and one that could have an immediate effect on the learning process in the classroom or shop.

The learning packages were the tangible results. There were equally important intangible results. The abilities that participants acquired in designing and constructing the learning

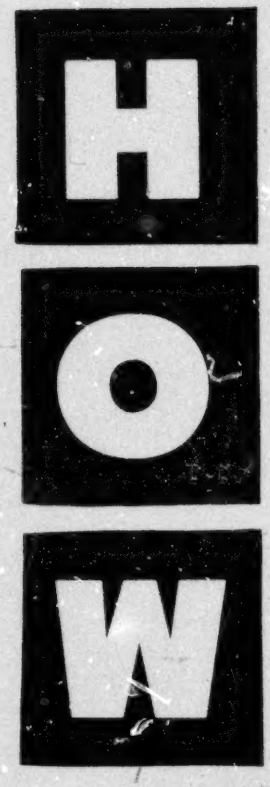
packages involved the cognitive and psychomotor domains of learning. An underlying theme that actually served as the foundation of all workshop activities was deeply concerned with the affective domain. This was the "human awareness" component of each workshop. This component was present in the form of distinct and specific "human awareness" learning activities. It was also interwoven in other workshop activities. Participants recognized their growth in this area and expressed it in many ways. Typical comments were:

> "The workshop made me more aware of the unusual problems that the disadvantaged students face. I feel that I am better prepared to relate to these students now."
>
> "I learned how to deal with students on a more personal, individual basis. I became more aware of the different learning capabilities of each student and how to handle each separately."
>
> "I realized that disadvantaged and handicapped students do not need or want sympathy. I saw that empathy was a much more constructive attitude."

There were other intangible results. Although the workshops were conducted in specific geographical areas, participants crossed state and county lines to attend. Both the formal structure and the informal "live-in" nature of the workshops made it possible for participants to share mutual instructional problems and exchange ideas. Many permanent, long-lasting associations were formed.

In summary, the results of the National Vocational Education Curriculum Development Project for Vocational Educators of Disadvantaged and Handicapped Students add up to one thing,—successful accomplishment of the project's goals. The next chapter of this final report will outline the project strategy that made this success possible.

NOTE: There were two parts to this project. Part A, which is not covered in this final report, consisted of collecting, inventorying, and classifying instructional materials which had been developed for the vocational preparation of disadvantaged and handicapped individuals. This effort resulted in the publication of a catalogue listing such materials. This catalogue was distributed to schools, State Departments of Education, and other agencies involved in the training of the disadvantaged and handicapped. Part A was performed under contract by the Northwest Regional Educational Laboratory, 710 S. W. Second Avenue, Portland, Oregon 97204.



PROJECT STRATEGY and TACTICS

The National Curriculum Development Project for Vocational Education of Disadvantaged and Handicapped Students was unique in four distinct aspects:

1. It was a unified, concerted teacher-training and development effort conducted on a national scale.
2. It was planned specifically for in-service training of teachers of disadvantaged and/or handicapped students enrolled in vocational courses.
3. The project accomplished more than expected – at less cost than originally anticipated.
4. The training was conducted by personnel who are not formally associated with the staff or faculty of the traditional teacher-training institutions or universities.

This section of the final report will describe the project strategy that made these unique features of the project possible.

For several years, the U. S. Office of Education has sponsored a number of in-service training programs for the nation's vocational educators. These efforts involved a wide variety of institutions and training approaches. Although many of these efforts were effective, and the quality of the training was excellent, there was a notable lack of uniformity or continuity. These separate and disparate training patterns made it difficult to establish a unified educational philosophy or process. Furthermore, it was difficult, if not impossible, to collect and collate data upon which to evaluate these training efforts.

The same problem was encountered in another division of the Bureau of Adult, Vocational, and Technical Education. The Division of Manpower Development and Training had already met a similar need - a need for a coordinated, national effort to train manpower instructors - by establishing, in 1968, a network of training centers, the Area Manpower Institutes for the Development of Staff. The AMIDS network is centrally controlled by the Division of Manpower Development and Training; at the same time, each institute is responsive to regional needs.

The AMIDS network was engaged successfully in curriculum development training for vocational educators in manpower training projects. The Division of Vocational and Technical Education was seeking to provide similar training for vocational educators of disadvantaged and handicapped students. Therefore, in the summer of 1971, OE-BAVTE-DVTE contracted with AMIDS to deliver nationwide curriculum development training for vocational personnel who were working with disadvantaged or handicapped students.

The Work Statement for the project established the critical need for the project. It read, in part:

> "This activity is related to the intent of the Vocational Education Act Amendments of 1968 which places emphasis on vocational education of Disadvantaged and Handicapped persons. More of these students are being enrolled in vocational education programs and there is a need to upgrade the abilities of vocational education teachers to develop and modify instructional media which will be effective for these target groups."

The Work Statement also identified the intended results of the project as

> "more effective programs or services for Disadvantaged and Handicapped persons in an increasing number of locations throughout each state by reason of the effect the teachers who have received this training will have on the instructional material modification and utilization."

These were the broad objectives, or goals, for the project. The specific performance objectives, which determined the content and methodology of the workshops, were set during the Pre-Workshop Activities described in the next part of this report.

PRE-WORKSHOP ACTIVITIES

Formation of Operational Plans

This project was the combined effort of two divisions of the Bureau of Adult, Vocational, and Technical Education of the U. S. Office of Education: the Division of Vocational and Technical Education and the Division of Manpower Development and Training. The broad goals and overall strategy were planned jointly by representatives of these two divisions in June, 1972. It was agreed that a series of workshops would be held in different geographical locations and that these workshops would be planned and conducted by the staffs of the seven Area Manpower Institutes for the Development of Staff. Each workshop was to be five days in length and to be an intensive training session in which participants would learn to modify and develop instructional materials to meet the needs of individual students.

In addition to the one-week workshops, the services of a consultant were to be provided in each of the AMIDS service areas. This individual was to work through the State Directors of Vocational Education to provide assistance to workshop participants in follow-up activities related to assisting other vocational teachers in curriculum and materials development. In addition to this technical assistance and consultation, each Area Coordinator was to be responsible for follow-up workshops in each state. These follow-up workshops were to be attended by the participants in the Area Workshops for the purpose of further exchange of ideas and overall evaluation of this project.

A time schedule consisting of six phases was established as follows:

Phase I	– Employment of personnel – Preparation for workshops	July - August 1971
Phase II	– Workshops initiated	August - December 1971
Phase III	– Workshop reports	January - March 1972
Phase IV	– Technical assistance and consultation	August 71 - June 1972
Phase V	– State follow-up workshops	July - August 1972
Phase VI	– Final Report	September 1972

Southeast AMIDS was selected as the location of the first workshop which was to be used as a pilot workshop. Representatives of the Division of Vocational and Technical Edu-

cation and the Division of Manpower Training attended and actively participated in the workshop. This workshop was held in the Southeast AMIDS facilities from July 6 to 9. Eight vocational education participants attended; all were from nearby schools in Alabama. At the end of each day, intensive evaluation sessions were held.

It was generally agreed that the informal, "hands-on" approach used by Southeast AMIDS in this workshop was most effective. However, it was also generally agreed that the specific objectives of the workshop needed clarification and revision. It was determined at this time that these objectives should be three-fold:

Objective Number One

Each participant was to develop a greater understanding of the special needs of disadvantaged or handicapped students. (This objective was the basis for the "human awareness" aspect of the workshops and was to be the underlying foundation of the entire workshop.)

Objective Number Two

Each participant was to be able to systematically develop, modify, or improve a vocational education curriculum to meet the special needs of disadvantaged or handicapped students.

Objective Number Three

> Each participant was to be able to use instructional media and to design learning packages to meet the special needs of disadvantaged or handicapped students.

During this week, several significant decisions were made that affected both the methodology and the content of the workshops. A major decision was that, in order to assure continuity in both methodology and content in the workshops, two teaching teams would be formed from AMIDS professional personnel. One team was formed from the Northwest AMIDS staff to conduct the workshops in the Western half of the nation. The other team was composed of Southeast AMIDS personnel and was responsible for the workshops in the Eastern half of the nation and Puerto Rico. These two teams were to be responsible for planning and conducting the workshops; the Area Coordinators were to be responsible for all arrangements and support requirements.

Another primary responsibility of the Area Coordinator was the accomplishment of the "human awareness" objective. It was felt that the Area Coordinator would be more familiar with the general characteristics and needs of disadvantaged and handicapped students in his geographical area and would also have closer contact with resource persons who could serve effectively as "human awareness" consultants during the workshops.

Other key decisions reached during this week concerned the dates and locations of workshops to be held in each area.

Prior to the first workshop, two major activities were accomplished: (1) Area Coordinators established contact by correspondence and/or personal visits with Directors of Vocational Education in each state in the AMIDS area, and (2) the training materials for the workshops were designed and developed.

Contact with the State Director of Vocational Education

The initial contact with the State Directors of Vocational Education was a joint letter from the Division of Vocational and Technical Education and the Division of Manpower Development and Training. This letter outlined the general purpose of the project. When the Area Coordinators subsequently contacted the State Directors of Vocational Education, they explained the workshop schedule and that, "it would be the responsibility of the States to select the persons to attend from their States. Criteria for attendance shall be that the vocational educator, vocational administrator, State Department staff, persons from teacher-training institutions, and other relevant personnel who are selected should be currently working with Special Population groups or are programmed to begin working in this specific area in September 1971."

The contact person for subsequent coordination was also identified during the initial meetings. In most cases, this contact person was the individual in the State Departments of Vocational Education responsible for the vocational programs for Special Needs students.

Methodology Decisions

In planning the actual format of the workshop, and in designing the instructional materials, the specified performance objectives were the prime factors. In deciding on methodology, every effort was made to structure learning experiences that

would be enjoyable as well as informative. To do this, a schedule of activities was outlined which would be flexible, allow a maximum amount of time for active "hands-on" participation, and emphasize small group and individual learning. The workshop, in other words, was designed to serve as a model for the kind of instructional pattern being fostered.

Content Determination

Content determination was based on several factors. First, it was believed that the curriculum for vocational training of disadvantaged or handicapped students must be modified so that students with different learning abilities will be as well-prepared for a job, or further education for a career, as the regular student. To insure that this curriculum is relevant to the real world, a major emphasis during the workshop was on Job Analysis, Task Breakdown, and Performance Objectives.

Second, to prepare the individual student for a specific job or career, the curriculum must consider the special needs, the individual differences, and the learning limitations of the student.

Third, the student's success on the job depends upon the kind of learning materials and experiences the student encounters during training. Therefore, workshop plans included sessions devoted to producing and using materials appropriate to the needs and learning limitations of Special Needs Students.

Design and Development of Instructional Materials

To gain advance information about each workshop participant, a personal data survey form was first developed. This form was mailed directly to each participant upon notification from the States of the individuals who would be attending.

The information obtained was very helpful in developing workshop materials that would meet the needs and interests of the participants.

A concentrated effort was made to develop exemplary materials for the workshop – materials that would fit the needs and interests of the participants and also serve as models for the participants in developing their own materials. This meant that all materials were designed with high interest appeal. Visual impact was emphasized. Illustrations were colorful and original. A multi-media, audiovisual approach was employed in each presentation. Slides, overhead projection transparencies, charts, sound recordings, and cartoons were incorporated. All of these techniques were then to be taught to participants as part of the workshop learning experience.

A large quantity of printed material was also prepared and reproduced. Some of this material was designed to supplement workshop presentations or demonstrations; other printed materials were prepared for participants who wanted to pursue particular subject areas in greater depth on their own. Two printed items were developed to reflect and help structure the plan of the workshop. One was a colorful, but conventional, schedule which was intended to reassure participants because of its familiar look and linear time-block format. The other was more creative. It more accurately depicted the objectives and activities of the workshop in a visual, schematic manner.

The final item accomplished during the pre-workshop preparation period was to make all the necessary logistic and financial arrangements for the workshop. Accommodations were secured that were clean and comfortable. Participants

were required to share double occupancy rooms in order to keep participant costs to a minimum. (All travel and per diem expenses were reimbursed under this project.) Participants were also urged to "car-pool" whenever possible for the sake of economy. Rigid fiscal control procedures were established by each AMIDS Area Coordinator. Administrative details and paperwork were simplified and minimized to the greatest extent possible. A "welcome packet" was designed to be waiting for the participants when they checked into their rooms. All AMIDS staff members - professional, technical, and clerical - were thoroughly briefed on every detail of the workshop. All were encouraged to take a personal interest in the success of the workshops.

THE AREA WORKSHOPS

Workshop activities

Several features included in the area workshops contributed significantly to the overall success of the project:

(1) Activities were carefully planned to follow a purposeful schedule. However, the schedule was also a flexible one that could be adjusted to the interests and desires of the participants.

(2) The entire workshop was marked by an atmosphere of informality and easy sharing of ideas.

(3) A large portion of each day was devoted to small group discussion and problem solving.

(4) Presentations of basic concepts by the AMIDS staff were designed to be short, to the point, enjoyable as well as informative. A variety of instructional media and teaching techniques were employed throughout the workshop.

(5) Participants were provided ample time and all the materials and equipment needed to actually produce learning materials that they could take back and use in their classroom or shop.

The workshop staff endeavored to avoid creating any feeling on the part of the participants that the staff "had all the answers" and that the participants were there only to "listen and learn." Participants were encouraged to play an active role in sharing the success - and failures - which they had encountered in providing vocational education courses for disadvantaged or handicapped students. Many participants said

that this exchange of ideas was one of the most beneficial aspects of the workshop.

Participants were not required to take part in activities which they regarded as irrelevant to their needs. That is, if a participant felt that he or she had sufficient skill and knowledge in one segment of the program, he or she was given an opportunity to "option-out" and select either individual or small group activity that more closely met his or her needs and interests. By providing such options, the workshop staff established a pattern of individualized instruction that exemplified the same pattern they had recommended for vocational training of disadvantaged and handicapped students.

In every way possible, the workshops were task-oriented. Essential theory, philosophy, and concepts were introduced only when required by the task. The major task, of course, was to find better ways to help disadvantaged and handicapped students. The approach developed by the Western Team was entitled the "Seven-Step Model for Developing Learning Packages." A summary of this model is as follows:

1. *Select and Write Unit Objectives*

   A unit objective is a broad, general objective or goal of the total unit of instruction.

2. *State Performance Objectives*

   Each performance objective consists of one element of knowledge or skill the student must exhibit to attain the unit objective.

3. *Complete the Subject Matter Analysis*

Subject matter analysis involves breaking down the performance objectives into sets of sub-skills. Sub-skills are all of the skills or knowledge the student must have in order to achieve the performance objectives.

4. *Write a Pre-Test*

The pre-test determines whether or not a student has necessary pre-requisite skills to begin working on the learning package, and how much the student already knows about the content of the package.

5. *Design Learning Activities*

Select forms of media and design relevant learning activities through which students may achieve the performance objectives. Unique interests, limitations, needs, and cultural assets of the student must be taken into account when developing the learning activities which allow a student to learn in the way most suitable to his learning style and needs.

6. *Write the Post-Test*

A post-test measures whether or not a student has mastered the performance objectives and thereby achieved the unit objectives of the learning package.

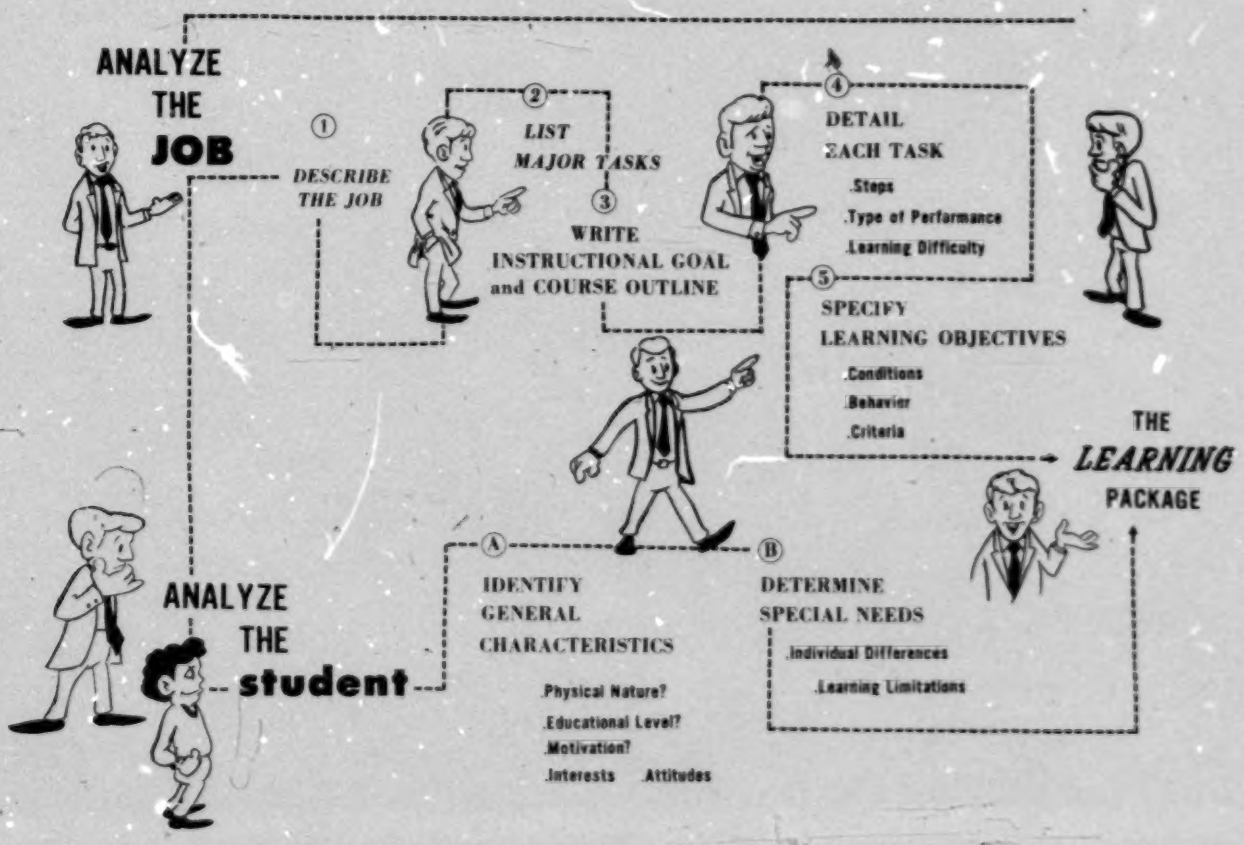
7. *Field Test the Learning Package*

This is the "de-bugging" phase and should help locate weak points in the package's design which are then revised and field tested again. This revision may take place continually to keep the Learning Package current.

An almost identical model was employed in the workshops held in the Eastern section. The product of both models was exactly the same - learning packages designed for individual learning success by disadvantaged or handicapped students.

The model developed by the Eastern teaching team incorporated a "two-track approach" to planning vocational instruction. In visual form, this model was depicted in the following manner:

PLANNING VOCATIONAL INSTRUCTION FOR SPECIAL NEEDS STUDENTS



This "two-track model" helped in organizing workshop activities. The lower track, analysis of student characteristics and needs, focused on the vital importance of the "human awareness factor" in developing a competency-based curriculum for disadvantaged or handicapped students. The upper track, analysis of the requirements of the job, stressed the need to prepare disadvantaged or handicapped students to function effectively in the world of work. Workshop activities were organized to allow participants to explore both the upper and the lower track. The schedule for each workshop was flexible; it varied according to the needs and interests of the particular group. A typical five-day workshop is described below:

First Day

During the opening activities, participants introduced themselves and briefly outlined their roles in vocational programs for disadvantaged or handicapped students. The workshop staff was introduced and explained the objectives of the workshop. Small groups were formed the first morning to give participants a chance to interact and to exchange their thoughts about the many aspects of working with disadvantaged or handicapped students. In the afternoon session, emphasis was placed on the need for relevant, realistic course objectives in vocational education for disadvantaged or handicapped students. Task Force Groups were formed on the basis of special instructional interests, either in terms of subject matter or student characteristics. These Task Force Groups discussed the special needs and problems of disadvantaged or handicapped students and

then each group presented a summary report of their discussion to the entire workshop.

Second Day

In the morning session, teaching teams were formed on the basis of either common interests in occupational areas or the characteristics of students being taught. During this session, participants gained practical experience in job analysis. They tried their hand at analyzing jobs, in breaking the job into tasks, and then in determining the steps involved in performing a task. After this, participants learned how to write specific learning objectives based upon their task analysis. Participants who had previously achieved a high competency level in these areas were able to "option-out" of these activities. They formed small problem-solving groups which concentrated their efforts on finding solutions to special instructional problems concerning disadvantaged or handicapped students.

In the afternoon session, the workshop staff presented an audiovisual presentation based on Rosenthal's "Self-fulfilling Prophecy." This led to an in-depth discussion of the ways in which teacher attitudes about disadvantaged or handicapped students can often shape the success, or failure, of these students.

Before the close of the second day, participants were introduced to the concept of individualized instruction. They were shown several kinds of learning packages that had been designed to help disadvantaged or handicapped students attain success in reaching a specific learning objective.

The exact format of the learning package varied slightly in the Western and the Eastern workshops. In both areas, however, three significant factors were stressed:

(1) The learning package should have high interest value to capture and maintain the interest of the disadvantaged or handicapped learner.

(2) The learning package should be limited in scope to guarantee learning success.

(3) The learning package should be simple in design and easy to use.

Workshop participants were able to examine many different kinds of actual learning packages which had been developed by the workshop staffs. These packages incorporated several types of instructional media. The means of developing such materials was demonstrated and then participants were given ample time, equipment, and materials to produce their own learning packages.

Third Day

This entire day concentrated on the use of instructional media in vocational courses for disadvantaged or handicapped students.

The workshop staff demonstrated the operation of various pieces of audiovisual materials. Following these demonstrations, participants worked the rest of the day, either individually or in small teaching teams based upon a common instructional need or interest. They planned learning packages and began to actually produce the materials for these packages.

During the evening, the workshop staff set up an audio-visual laboratory and participants were able to continue their "hands-on" learning about the use of media in instruction. This evening session was an option but almost all participants took advantage of this opportunity.

At this point in the workshop, the staff became managers of instruction. They moved from one individual or teaching team to another, making suggestions and providing help where and when needed.

Fourth Day

The bulk of this day was devoted to individual and small group activity. Participants worked long and hard to complete their learning packages. The staff provided all the materials, equipment, and assistance they needed in these endeavors.

There was a large group session before lunch which stressed the need to make basic education more meaningful and interesting by relating it closely to the vocational instruction.

In a large group session in the afternoon, participants discussed other means of improving vocational education for disadvantaged or handicapped students. This discussion included means of increasing community support, the role of vocational education in career education, the use of advisory committees, and several other relevant topics.

Fifth Day

A large portion of the morning was devoted to what became known as the "show and tell" part of the work-

shop. Participants were rightfully proud of the learning packages they had developed. Each team was given an opportunity to explain how these learning packages would be used in actual classrooms or shops. Other participants were able to share in what had been learned in designing and producing the materials.

Before the close of the workshop at noon, an open discussion period gave each participant a chance to tell what he/she had learned in the workshop and make suggestions for the improvement of future workshops. Each participant also filled out a detailed, confidential evaluation form.

In the closing activities, the workshop staff explained that the Area Coordinator would be in close contact with the participants and would be available to give any assistance possible in continuing their curriculum development efforts. Participants were also encouraged to prepare to participate in the follow-up workshops to be held in each state.

Each participant, as a result of these five days filled with active learning experiences, left the workshop with new ideas, new insights, new skills, and new materials for his or her disadvantaged or handicapped students.

TYPICAL SCENES OF THE AREA WORKSHOP ACTIVITIES

FOLLOW-UP ACTIVITIES

Technical Assistance and Consultation

Each of the Area Coordinators in the seven AMIDS areas had four major responsibilities:

- to make all the necessary arrangements for the area workshops;
- to obtain the services of qualified consultants in the area of human awareness for the workshop programs;
- to assist in conducting the workshops;
- to provide follow-up technical assistance and consultant services to workshop participants.

During the follow-up phase of the project, the Area Coordinators continued to work in close coordination with the State departments of vocational education. In many cases, this involved taking an active part in planning and conducting in-service training at the state or local level.

For example, in Arkansas, the Supervisor of Disadvantaged and Handicapped Programs attended the first area workshop held at Montgomery, Alabama. Subsequently he arranged for several teachers of disadvantaged or handicapped students to attend area workshops. As a result, the staff of Southeast AMIDS was requested to help plan and conduct a one-week workshop to be held in July at Little Rock at the State School for the Deaf. The workshop was patterned on the model of the area workshops. Teachers who had attended the area workshops acted as team leaders. Over 150 Arkansas vocational educators of disadvantaged or handicapped students participated in the Little Rock workshop.

A similar event occurred in the Central AMIDS area. The Area Coordinator provided assistance requested by participants in conducting a series of "mini workshops" which were designed to implement the "Seven-Step Model" in their local schools. One of these "mini-workshops" was held at Houston, Texas. It was designated as the Vocational Education Workshop for State Schools and State Hospitals. The Central AMIDS area coordinator served as the consultant in the discussion of problems relevant to special populations in the area of instructional materials, referral agencies, and evaluation of programs. Two participants from the area workshops were leaders at this workshop and presented portions of the agenda. Participants included 59 vocational education teachers and aides, and 16 Texas State Agency personnel.

In addition to assisting in local in-service training, the Area Coordinators maintained close personal contact with individual workshop participants by mail, telephone, and through on-site visits. These visits were extremely important because they helped many instructors resolve problems that could have delayed implementation of new curriculum. The visits served as an opportunity to offer developmental assistance by recommending learning activities and techniques for particular learning styles of disadvantaged or handicapped students. The visits also re-kindled enthusiasm generated by the workshop. This proved to be very beneficial to instructors who were putting in many hours of their own time in curriculum development.

Follow-up Workshops

This project was designed as a part of a continuing effort to improve vocational education for disadvantaged or handicapped students. It was planned that the vocational educators who participated in the area workshops would continue their professional growth and put into actual practice the new concepts and new skills gained in the workshops. Participants were expected to build upon their workshop experiences, to implement improved teaching techniques, and to share these experiences and teaching techniques with their colleagues.

The follow-up workshops were designed to evaluate whether or not this goal of the project was achieved, and to give the participants another opportunity to exchange ideas and share materials.

The patterns established for these workshops varied from one AMIDS area to another. Each Area Coordinator tried to find the most convenient time and place to hold the workshops. There were difficulties encountered in doing so. Many of the participants had full-time summer jobs from which they could not take time. A partial solution to this was found in the Southeast AMIDS area. The Area Coordinator requested the State Departments of Education to set aside a time period during previously scheduled State-wide conferences. This period was used to get area workshop participants together to share their reactions and materials which were an outgrowth of the workshops. This was done in Alabama, Georgia, and South Carolina. A two-day follow-up workshop was held in Mississippi and in

Florida. The follow-up session in Arkansas was incorporated into the five-day workshop at Little Rock previously mentioned. A three-day workshop was held at Baton Rouge, Louisiana. (In all cases mentioned above, the states funded participant expenses for the follow-up meetings resulting in an appreciable saving of project funds.)

Two-day follow-up workshops were conducted in the Mid-Atlantic AMIDS area in Kentucky, Washington, D. C., North Carolina, Maryland, Tennessee, and Puerto Rico.

A two-day workshop held in Portland, Oregon, brought together the area workshops participants from the Northwest AMIDS area.

In the Central AMIDS area, follow-up workshops were held in Missouri, Iowa, Oklahoma, Texas, Nebraska and North Dakota.

Follow-up workshops for participants from the North Central AMIDS area were held in Wisconsin, Ohio, Illinois, Minnesota, and Indiana.

In the Northeast AMIDS area, it was necessary to hold six one-state workshops, one two-state workshop, and one regional workshop to get fuller participation on the part of the original participants in the area workshops.

"SPIN-OFF" ACTIVITIES

One of the important, hoped-for outcomes of the project was that the participants would share the ideas and skills gained in the area workshop with other staff and faculty members. This outcome was accomplished to a much greater degree than expected. The reports from each of the seven Area Coordinators documented this fact. For example, one of the questions asked on the evaluation questionnaire filled out by participants in the follow-up workshops held in the Southeast AMIDS area was, *"Have you shared the ideas and skills you gained in the workshop with other staff and faculty members? If so, how did this occur?"*

Typical responses to this question were:

"I have been able to bring into six elementary and secondary Career Education Workshops a large number of useful items presented to me at AMIDS."

"As chairman of five teachers, we have worked together about three days per week putting academic work in vocational packages."

"Yes. Through staff meetings. One section was devoted entirely to a report of the project when I returned."

"During the summer workshop at my school we developed learning packages and we used a lot of eye-catching ideas I learned about at the workshop held at Southeast AMIDS."

"On my return to our regular school setting I conducted a workshop where the different procedures learned at the AMIDS workshop were demonstrated to the staff. The staff created and developed learning packets for their classes."

"My participation in the workshop enabled me to help other teachers on my staff to create and put into action various kinds of learning packets in both the Vocational and Special Education Departments."

"We had a four-week workshop and completely re-wrote course outlines and used several of the materials created in the Montgomery AMIDS workshop."

"Yes. By circulating various handouts to teachers, by working personally with some teachers developing materials, and by placing all workshop materials in a folder for reference by other teachers."

"Most of the sharing has been done by informal coffee-breaking. All instructors have been impressed by this sharing and have expressed an interest in attending the AMIDS workshop."

"As a member of the steering committee for our self-study group, I was able to share my ideas with the other faculty members during our meetings."

"Yes - a slide presentation of my program was shown the faculty, administration, and student groups."

"I have been able to involve over 175 vocational teachers and others in a workshop and several seminars on the development, modification, and use of indi-

vidualized learning packages to be used in working with disadvantaged and handicapped students." (NOTE: This comment was from the Arkansas State Supervisor of Disadvantaged and Handicapped Programs. On his request, Southeast AMIDS helped to plan and conduct a one-week "hands-on" workshop during the follow-up phase. Over 150 instructors participated in this workshop as well as teacher-trainers from two state universities.)

"Yes. In staff meetings and individual conferences. The first AMIDS workshop attended by one district supervisor resulted in a subsequent three-day workshop for the entire Home Economics State Staff. From these meetings, a state-wide in-service program for the development of media is now in progress for more than 600 Vocational Home Economics and Cosmetology teachers."

(NOTE: This is a "spin-off" activity that started during the project and is being continued throughout the present school year by members of the Southeast AMIDS staff. The program consists of a series of one-day workshops being held on Saturdays in different districts of the state. Each Home Economics teacher will attend two of these conferences before the end of the school year. The first conference is a "hands-on workshop" devoted to developing instructional materials. The second conference will concentrate on individualized instruction and innovative teaching techniques.)

The following is a list of "spin-off" activities that were reported by the Northeast AMIDS Area Coordinator as a direct result of the project:

1. A one-week curriculum development workshop for the Tri-State Curriculum Project at the University of Vermont.
2. A one-week curriculum development workshop for New York State Teachers of Occupational and Related Education for Students Handicapped by Deafness.
3. A series of one-week curriculum development workshops for Rhode Island Vocational Education Teachers of Disadvantaged Students.
4. A one-week curriculum development workshop for Vocational Education and MDTA in the State of New Hampshire.
5. A one-week curriculum development workshop at David Hale Fanning Technical Trade School in Worcester, Massachusetts.
6. Two one-day workshops in the State of Maine for the State Department of Vocational Education.
7. Three one-day workshops on curriculum development and teaching techniques at the New Tollgate Vocational High School in Warwick, Rhode Island.

Other kinds of "spin-off" activities were reported by the Central AMIDS Area Coordinator:

A total of 61 Individualized Learning Packages were developed by the participants at the four Central AMIDS workshops. Many requests for copies have been made by participants and colleagues of participants. Along with their requests they

have noted that they are needed and will be put to use.

A progress chart was introduced at the workshops to help the instructors keep individual records of their students. Many expressed how valuable this progress chart has been to them and one instructor has built a presentation around the chart for in-service work at her agency.

Four of the participants from three states kept in touch with each other by cassette tapes. This provided opportunities for exchange of ideas and suggestions. One instructor also visited the agency of another to gain more information on a particular program.

A 10-week non-college guidance course, using the curriculum adaptation process, was developed and used by one of the participants.

The peer-buddy system for instruction was also incorporated by two participants and is proving quite successful.

The "Seven-Step Model" has been shared with many academic teachers and from their responses it appears that this teaching format is also the "extra" help their students need to insure proper and useful learning.

In the Northcentral AMIDS service area, a number of "spin-off" activities were generated as a direct result of the area workshops. For example, in Indiana, over 150 teachers participated in a series of eight summer workshops that were coordinated by an area workshop participant. In St. Paul, Minnesota, two school systems have used the materials developed during the area workshops for in-service teacher training.

In Pennsylvania, a member of the staff of the Bureau of Vocational, Technical and Continuing Education who had

attended an area workshop in Springfield, Illinois, returned to set up State-wide workshops using the materials and format developed for the workshop he had attended.

The Area Coordinator for the Southwest AMIDS service area has assisted in several activities that were outgrowths of the area workshops. Among them were the following:

At Southern Colorado State College, a participant has received a series of mini-grants for development of curriculum materials that follow the process learned during the area workshop. Core materials were developed in several occupational areas utilizing media of various kinds.

Two area workshop participants from the Clark County School District, Las Vegas, Nevada, have hosted several in-service workshops for 40 teachers of handicapped and disadvantaged students. These teachers have been granted credit for this training through the University of Nevada.

In the Northwest AMIDS area, the following "spin-off" activities were initiated by project participants:

1. Vocational Education teachers at the University of Montana in Missoula, Montana, adopted the individualized instruction process which was used in the area workshops.
2. A project participant coordinated an in-service training program for 17 instructors hired to develop curriculum materials during the summer months at the Missoula Vocational Technical Center, Missoula, Montana.

3. The participants at Boise State College, Boise, Idaho, wrote a proposal for a learning center based on the principle of individualized instruction. To prepare for utilization of this center, they met with other faculty members weekly to develop individualized instructional material.

4. At Lane Community College in Eugene, Oregon, a project participant held a one-day workshop to instruct six staff members in writing performance objectives. A weekend retreat was then held to develop learning packages.

5. A workshop for 42 instructors at the Butte Vocational Technical Center, Butte, Montana, was coordinated by a project participant.

In the Mid-Atlantic area, several "spin-off" activities were generated by participants who attended the area workshops. These activities included a series of workshops for teachers of disadvantaged or handicapped students in North Carolina. Individualized learning packages were developed in Carpentry, Masonry, Machine Operation, Home Economics, Drafting, Typing, Agriculture, Cooperative Office Practice, Industrial Cooperative Training, and Business Education.

A spokesman for the Tennessee State Department of Vocational Education stated, "The results of our sending teachers to the AMIDS workshops gave us the necessary leadership to conduct workshops for teachers of the handicapped and disadvantaged. The teachers evaluated the workshop we conducted as 'the best they had ever attended.' We would not have had the expertise to do this without the AMIDS workshop."

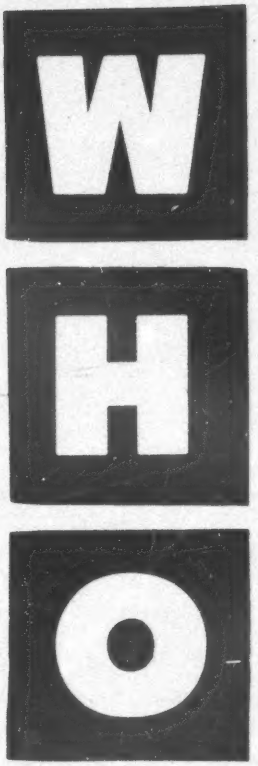
CONTINUATION PHASE OF THE PROJECT

One of the unexpected "bonus effects" of the project resulted from the funds saved during the follow-up activities. As mentioned before, many of the follow-up workshops were funded partially or entirely by the individual state departments of vocational education. This enabled the Area Coordinators to reduce programmed expenditures for this phase. At a joint meeting held in Washington, D. C., representatives of the Division of Vocational and Technical Education and the Division of Manpower Training agreed that these funds would be utilized in a continuation phase of the project. The goal of this continuation phase would be to meet a need expressed repeatedly by state and local administrators who requested duplicate copies of the training materials developed for the area workshops. At the time these requests were made, they could not be filled because funds were not available to produce multiple copies of these materials.

The funds remaining in the project will be used during the continuation phase to satisfy this need. The facilities and staff of Southeast AMIDS will be employed to design and produce a comprehensive, multi-media package of training materials. Several sets will be distributed to each State Department of Vocational Education in time for use in summer workshops for the development of curriculum materials for disadvantaged or handicapped students during the next school year.

Thus, the funds and efforts expended during the National Curriculum Development Project for Vocational Educators of Disadvantaged and Handicapped Students will continue to pay dividends. These dividends are in the form of improved curriculum, more relevant learning materials, and better-prepared vocational educators of disadvantaged or handicapped students.

AREA WORKSHOP PARTICIPANTS



THE PARTICIPANTS

VOCATIONAL EDUCATION	
State Administrators	47
Local Administrators	134
State Supervisors	60
Local Supervisors	62
Instructors	
Agriculture	30
Basic Education	36
Distributive	14
Health Occupations	19
Home Economics	69
Law Enforcement	1
Office Education	84
Technical	4
Trade/Industrial	268
Pre-vocational	106
Related Studies	75
Special Programs	3
Counselors	72
Job Developers	4
Teacher Educators	5
Teacher Aides	9
Curriculum Specialists	5
Program Coordinators	13
Audiovisual Coordinators	1
SPECIAL EDUCATION	
Educable Mentally Retarded	12
Teachers of Blind	15
Teachers of Deaf	31
Teachers of Handicapped	33
MDTA PERSONNEL	9
OTHERS	3
TOTAL:	**1224**

WHEN and WHERE

EASTERN SCHEDULE

DATE OF WORKSHOP	LOCATION OF WORKSHOP
July 6 - 9, 1971	Montgomery, Alabama
Sept. 27 - Oct. 1, 1971	Montgomery, Alabama
Oct. 4 - 8, 1971	Washington, D. C.
Oct. 18 - 22, 1971	Providence, Rhode Island
Nov. 1 - 5, 1971	Montgomery, Alabama
Nov. 1 - 5, 1971	Indianapolis, Indiana
Nov. 8 - 12, 1971	Montgomery, Alabama
Nov. 15 - 19, 1971	Goldsboro, North Carolina
Dec. 6 - 10, 1971	Providence, Rhode Island
Dec. 13 - 17, 1971	Providence, Rhode Island
Jan. 3 - 7, 1972	Montgomery, Alabama
Jan. 10 - 14, 1972	Providence, Rhode Island
Jan. 17 - 21, 1972	Providence, Rhode Island
Jan. 24 - 28, 1972	Richmond, Virginia
Jan. 31 - Feb. 4, 1972	Providence, Rhode Island
Feb. 7 - 11, 1972	Cincinnati, Ohio
Feb. 7 - 11, 1972	Montgomery, Alabama
Feb. 14 - 18, 1972	San Juan, Puerto Rico
Feb. 28 - March 3, 1972	Montgomery, Alabama
March 6 - 10, 1972	Springfield, Illinois
Sept. 18 - 20, 1972	Baton Rouge, Louisiana

WESTERN SCHEDULE

DATE OF WORKSHOP	LOCATION OF WORKSHOP
Sept. 21 - 25, 1971	Los Angeles, California
Sept. 27 - Oct. 1, 1971	Oklahoma City, Oklahoma
Oct. 4 - 8, 1971	East Lansing, Michigan
Nov. 1 - 5, 1971	Salt Lake City, Utah
Nov. 8 - 12, 1971	Oklahoma City, Oklahoma
Nov. 15 - 19, 1971	Milwaukee, Wisconsin
Dec. 6 - 10, 1971	Kansas City, Missouri
Dec. 13 - 17, 1971	Phoenix, Arizona
Jan. 10 - 14, 1972	St. Paul, Minnesota
Jan. 10 - 14, 1972	Dallas, Texas
Jan. 31 - Feb. 4, 1972	Pocatello, Idaho
Jan. 31 - Feb. 4, 1972	Chicago, Illinois
Feb. 7 - 11, 1972	Portland, Oregon
Feb. 21 - 25, 1972	San Francisco, California
Nov. 13 - 17, 1972	Anchorage, Alaska

FINAL FACTS AND FIGURES

PLANNED PARTICIPATION	1,050
ACTUAL PARTICIPATION	1,224
PLANNED COST PER PARTICIPANT	$546.66
ACTUAL COST PER PARTICIPANT	$402.16
PLANNED TOTAL COST OF PROJECT	$574,000.00
ACTUAL TOTAL COST OF PROJECT	$492,252.16
*COST TO AMIDS NETWORK FOR SUPPORTIVE EFFORTS	$61,332.74

*The total cost of the project represents the total amount of project funds expended. It does not include the cost of supportive services provided by the Area Manpower Institutes for the Development of Staff. The project was fully supported by all the personnel and facilities that make up the nationwide AMIDS network. This total effort involved the expenditure of the amount indicated above from the operating budget of the AMIDS network, not from the project funds.

The project funds remaining after the final phase were used to compile, produce, and disseminate the findings and materials developed during the project. In addition to 3,000 copies of this final report, 950 multi-media, comprehensive training programs for In-service Training of Vocational Educators of Disadvantaged and Handicapped Students have been produced. These programs are based on the experiences gained during the Area Workshops in the project. These training programs have been distributed by the Bureau of Adult, Vocational, and Technical Education for use in State or local teacher-training efforts.

Discrimination Prohibited - Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance". Therefore, the production of this publication, part of a program under the Federally financed Manpower Development and Training Act and the Vocational Education Act, has fully complied with this law.

The findings, opinions, and conclusions expressed in this publication are solely those of the contractor, Link Enterprises, Inc., and the staffs of the AMIDS (Area Manpower Institutes for the Development of Staff) national network and do not necessarily reflect, nor can be inferred as being, the official position or policy of the U. S. Department of Health, Education, and Welfare.